



# Formal Formative Evaluation of a Master-Level Online Course

Presentation Handouts

*Distance Education, Athabasca University*

# Best Practice for Online Courses: Twelve “essential standards” found in Quality Rubrics

1. Objectives are made available to learners.
2. Navigation is intuitive.
3. Technology is used to promote learner engagement and facilitate learning.
4. Student-to-student interaction is supported.
5. Communication and activities are used to build community.
6. Instructor contact information is stated.
7. Expectations regarding quality of communication and participation are provided.
8. Assessment rubrics for graded assignments are provided.
9. Assessments align with objectives.
10. Links to institutional services are provided.
11. Accommodations for special needs are provided to learners.
12. Course policies are stated for behavior expectations.

# Resources for Conducting a Formative Evaluation of *Instruction*

Baldwin, S., Ching, Y., & Hsu, Y. (2018). Online course design in higher education: A review of national and statewide evaluation instruments. *TechTrends*, 62(1), 46–57. <http://dx.doi.org/10.1007/s11528-017-0215-z>

Community of Inquiry Framework: <https://coi.athabascau.ca/coi-model/>

Ives, C., Mcalpine, L., & Gandell, T. (2009). A systematic approach to evaluating teaching and learning initiatives in post-secondary education. *Canadian Journal of Higher Education*, 39(2), 45–76.  
<https://doi.org/10.47678/cjhe.v39i2.485>

Stufflebeam, D. L. (2004). *Evaluation design checklist*. Retrieved from <https://wmich.edu/evaluation/checklists>

Tessmer, M. (1993). *Planning and conducting formative evaluations: Improving the quality of education and training*. Kogan Page.

# Resources for Conducting a Formative Evaluation at the *Program Level*

The Evaluation Center. (n.d.). *Evaluation checklists*. Western Michigan University.  
<https://wmich.edu/evaluation/checklists>

Stufflebeam, D. L. (2001). *CIPP evaluation model checklist: A tool for applying the CIPP model to assess projects and programs*. Western Michigan University. <https://wmich.edu/evaluation/checklists>

Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Press.

MacDonald, G (2013). *Criteria for selection of high-performing indicators: A checklist to inform monitoring and evaluation*. <http://wmich.edu/evaluation/checklists>